

## ESOL I/Sheltered Reading I (ESOL II/Sheltered Reading II) Scope and Sequence 2024-2025

### TEKS Distribution Among Units

	1A	1B	1C	1D	1E	1F	1G	2A	3A	3B	3C	3D	3E	3F	4A	5A	6A	6B	6C	6D	6E	6F	6G	6H	6I	7A	7B	7C	7D	7E	7F	7G	7H	7I	7J	7K	8A	8B	8C	8D	9A	9B	9C	9Di	9Dii	9Ei	9Ei	9F					
<b>Unit 1</b>	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
<b>Unit 2</b>		x	x		x	x	x	x				x	x	x	x	x	x			x	x	x	x	x	x	x																											
<b>Unit 3</b>		x	x		x	x	x	x				x	x	x	x	x	x			x	x	x	x	x	x										x																		
<b>Unit 4</b>	x	x	x	x	x	x	x	x				x	x	x	x	x	x	x	x	x	x				x	x	x	x	x																								
<b>Unit 5</b>	x	x	x		x	x		x	x	x	x	x	x	x	x	x	x	x	x	x		x			x		x	x	x																								
<b>Unit 6</b>		x	x		x	x		x					x																																								
<b>Unit 7</b>																																																					
<b>Unit 8</b>	x	x																																																			

	10A	10B	10C	10D	10E	10F	10G	10H	11A	11Bi	11Biii	11Di	11C	11Dii	11Diii	11Dv	11Dvi	11Dvii	11Dviii	11Dix	11E	11F	11G	12A	12B	12C	12D	13A	13B	13C	13D	13E	13F	13Gi	13Gii	13H	13I	13J																	
<b>Unit 1</b>	x								x																																														
<b>Unit 2</b>	x								x	x	x																																												
<b>Unit 3</b>	x	x		x		x						x	x	x	x			x		x	x	x	x																																
<b>Unit 4</b>	x		x	x	x	x																						x																											
<b>Unit 5</b>	x	x	x						x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x			x																											
<b>Unit 6</b>	x	x	x			x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x			x		x							x	x																			
<b>Unit 7</b>																																																							
<b>Unit 8</b>									x																			x	x	x	x	x	x																						

\*The highlights indicate TEKS that are new to the grade-level. They do not exist in the grade-level prior

<b>Unit 1</b>		
<b>Building a Literacy Community- <i>Who Are We as Readers, Writers and Communicators?</i></b>		
Estimated Date Range: August 8th -30th Estimated Time Frame: 17 Days *District English Language Proficiency Assessment (DELPA) Window #1 <a href="#">Link to Integrated TEKS</a>		
<b>Concepts</b>	<b>TEKS</b>	<b>Grammar Focus</b>
<p>Concept 1: Purposeful Conversation - <i>How Will We Engage in Conversation about Literacy as a Community?</i> <i>Estimated 5 day</i></p>	<p><b><u>Priority Standards:</u></b> <b>ESOL I/II.(1)A engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes</b></p>	<p><u>Prerequisite grammar concepts:</u> Feminine/Masculine Pronouns Singular/Plural Pronouns</p>
<p>Concept 2: Getting to Know You <i>Estimated 5 days</i></p>	<p><b><u>Priority Standards:</u></b> <b>ESOL I/II.(11)A plan a piece of writing appropriate to various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing</b></p>	<p><u>What Makes a sentence?</u> <u>(ESOL I.9(D)i,iv,v)</u> Part A <u>(ESOL I.9(D)i)</u> - Subject - Verb - Sense of completeness (Simple sentences) Part B <u>(ESOL I.9(D)l,iv,v)</u> - Period - Capital Letter and beginning of sentence</p>
<p>*Concept 3: Close Reading Routine– Author’s Purpose and Theme <i>Estimated 7 days</i> *District English Language Proficiency Assessment (DELPA) Window #1 <i>Opens</i></p>	<p><b><u>Priority Standards:</u></b> <b>ESOL I.(7)C use text evidence and original commentary to support a comprehensive response</b> <b>ESOL II.(7)C use text evidence and original <u>interpretive</u> to support a comprehensive response</b>  <b>ESOL I.(10)A <u>identify</u> and analyze the author's purpose and message within a text</b> <b>ESOL II.(10)A <u>analyze</u> the author's purpose and message within a text</b></p>	<p>Part B <u>(ESOL I.9(D)l,iv,v)</u> - Period - Capital Letter and beginning of sentence</p>

ESOL I.(6)F Make inferences and use evidence to support understanding

## Unit 2

### Author's Craft: Literary Structures

Estimated Date Range: September 3 – October 9th

Estimated Time Frame: 46 Days

\*ESL District Learning Assessment Window (More information coming soon..)

[Link to Integrated TEKS](#)

Concepts	TEKS	Grammar Focus
<p>Concept 1: Analyzing Character and Theme as a Reader and Writer <i>Estimated 11 days</i></p> <p>Sub-Genre: Narrative</p>	<p><b>Priority Standards:</b>  <b>ESOL I.(8)A identify</b> and analyze how themes are developed through characterization and <del>plot</del> in a variety of literary texts  <a href="#">ESOL II.(8)A analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures</a></p> <p><b>ESOL I.(8)B identify</b> and analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils  <a href="#">ESOL II.(8)B analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings</a></p> <p>ESOL I/II.(6)F Make inferences and use evidence to support understanding</p> <p><b>ESOL I/II.(11)A</b> plan a [narrative] piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing</p>	<p>ESOL I/II.11.D.vii Correct Capitalization</p>
	<p><b>Priority Standards:</b></p>	<p>ELA I/II.11.D.iii pronoun-antecedent agreement</p>

<p>Concept 2: Analyzing the Interactions of Setting, Plot, and Theme <i>Estimated 14 days</i></p> <p><i>Sub-Genres: Narrative and Drama</i></p>	<p>ESOL I.(8)C Identify and analyze how themes are developed through <del>characterization and plot</del> in a variety of literary texts ESOL II. (8)A analyze how themes are developed through <del>characterization and plot</del>, including <u>comparing similar themes in a variety of literary texts representing different cultures</u></p> <p>ESOL I.(8)C <b>identify</b> and analyze non-linear plot developments such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development ESOL II.(8)C analyze <u>isolated scenes and their contribution to the success of the plot as a whole</u></p> <p>ESOL I.(8)D <b>Identify</b> and analyze how the setting influences the theme ESOL II.(8)D analyze how <u>historical and cultural settings influence characterization, plot, and theme across texts</u></p> <p>ESOL I/II.(11)A plan a [narrative] piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing</p> <p>ESOL I/II.(11)B develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended</p>	
<p>Concept 3: Analyzing Language as a Reader and Writer <i>Estimated 21 days</i></p> <p><i>Sub-Genres: Narrative, Drama, and Poetry</i></p>	<p><u>Priority Standards:</u></p> <p>ESOL I.(10)D <b>identify</b> and analyze how the author's use of language achieves specific purpose; ESOL II.(10)D analyze how the author's use of language <u>informs and shapes the perception of the readers</u></p> <p>ESOL I.(10)E <b>identify</b> and analyze the use of literary devices such as irony and oxymoron to achieve specific purposes</p>	<p>ELA I/II.11.D.ii consistent and <b>appropriate</b> use of <b>verb tenses</b> and <b>active and passive voice</b></p> <p>ESOL I/II.11.Diii Subject-verb Agreement</p>

	<p><b>ESOL II.(10)E analyze the use of literary devices such as irony, <u>sarcasm, and motif</u> to achieve specific purposes</b></p> <p><b>ESOL I/II.(10)F <b>identify</b> and analyze how the author's diction and syntax contributed to the mood, voice, and tone of a text</b></p> <p><b>ESOL I.(10)B analyze how the use of text structure contributes to the author's purpose</b></p> <p><b>ESOL I/II.(11)A plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing</b></p>	<p><i>Introduce: ESOL I/II.11.D.vi Accurate use of homonyms</i></p>
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**Unit 3**

**Synthesizing Across Genres**

Estimated Date Range: November 18th – December 20th

Estimated Time Frame: **20 Days**

*District Language Proficiency Assessment (DELPA) Window #2\**

[Link to Integrated TEKS](#)

Concepts	TEKS	Grammar Focus
<p><b>Concept 1: Paraphrasing and Summarizing</b></p> <p>Sub-Genre: Informational</p>	<p><u>Priority Standards</u></p> <p><b>ESOL I/II.(6)B answer and generate questions about text before, during, and after reading to acquire and deepen understanding and gain information</b></p> <p><b>ESOL I.(6)G Actively participate in discussions to identify, understand, and evaluate details read to determine key ideas</b> <b>ESOL II.(6)G evaluate details read to determine key ideas</b></p> <p><b>ESOL I.(7)D Paraphrase and summarize texts in ways that maintain meaning and logical order</b></p>	<p><i>(Not at grade-level standard): Correct spelling, including commonly confused terms such as its/it's, affect/effect, there, their, they're, and to/two/too</i></p> <p><b>ESOL I/II.11.D.ix Correct Spelling, including abbreviations</b></p>

<p><b>Concept 2: Understanding Cross-genre Connections*</b> <i>District English Language Proficiency Assessment (DELPA) #2 Window Opens</i></p> <p>Sub-genres: Informational, Literary</p>	<p><u><b>Priority Standards</b></u></p> <p><b>ESOL I/II.(10)A Identify and analyze the author’s purpose, audience, and message within a text</b></p> <p><b>ESOL I.(6)H Synthesize information from <u>two texts</u> to create new understanding</b></p> <p><b>ESOL II.(6)H Synthesize information from <u>multiple texts</u> to create new understanding</b></p>	<p><i>Review Simple Sentences (not at grade level standard)</i></p> <p><b>ESOL I.11.D.viii punctuation</b>, including <b>commas in nonrestrictive phrases and clauses, semicolons, colons and parentheses</b></p> <p><b>ESOL II.11.D.viii punctuation</b>, including <b>commas, semicolons, colons and dashes to set off phrases and clauses as appropriate</b></p>

**NEW Unit 4 (OLD Unit 5)**

**Author's Craft: Informational Text and Inquiry**

Estimated Date Range: January 9th – February 7th

Estimated Time Frame: 21 Days

*\*ESL District Learning Assessment Window (coming soon...)*

[Link to Integrated TEKS](#)

Concepts	TEKS	Grammar Focus
<p><b>Concept 1- Analyzing Thesis Statements and Author’s Purpose as a Researcher and Writer</b> <i>Estimated 7 days</i></p>	<p><b><u>Priority Standards:</u></b>  <b>ESOL I.(9)D identify and analyze the characteristics and structures of informational text such as:</b>            (i). <b>controlling idea and clear thesis</b>, relevant supporting evidence, pertinent examples and conclusion   <b>ESOL II.(9)D identify and analyze the characteristics and structures of informational text such as:</b>            (i). <b>clear thesis, relevant supporting evidence, pertinent examples and conclusion</b>            (ii) chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers to locate, explain or use information and gain understanding of text   <b>ESOL I/II.(12)B Compose informational text such as explanatory essays, reports, and personal essays using genre characteristics and craft;</b>            ESOL I.(13)A develop questions for formal and informal inquiry            ESOL I.(13)C develop and revise a plan             ESOL I.(10)A <b>identify</b> and analyze the author's purpose, audience, and message within a text</p>	<p><b><u>Sentence Combining</u></b>            ESOL I.11.E use <b>sentence combining</b> techniques to create a <b>variety of sentence structures</b> and lengths             ESOL II.11.E use <b>sentence combining</b> techniques to create an <b>increasingly complex variety of sentence structures</b> and lengths</p>
<p><b>Concept 2- Analyzing how Author’s connect Thesis and Evidence as a Researcher and Writer</b> <i>Estimated 7 days</i></p>	<p><b><u>*Priority Standards:</u></b>  <b>ESOL I.(9)D identify</b> and analyze characteristics and structural elements of informational texts such as:            (i) <b>controlling idea and clear thesis, relevant supporting evidence, pertinent examples, and conclusion</b>   <b>ESOL I.(11)B develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</b>            (ii) <b>developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;</b>             ESOL I.(12)B compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft            ESOL I.(13)D modify the major research question necessary to refocus the research plan;</p>	<p>(Not at grade level standard)  <b>Subordinating and correlative conjunctions, such as either/or, neither/nor</b></p>

	<p>ESOL I.(13)E locate relevant sources; ESOL I.(13)F synthesize information from a variety of sources</p>	
<p><b>Concept 3- Analyzing Structure as a Researcher and Writer</b> <i>Estimated 7 days</i></p>	<p><b>Priority Standards:</b>  <b>ESOL I.(10)B identify and analyze use of text structure to achieve the author’s purpose</b>  <b>ESOL II.(10)B analyze use of text structure to achieve the author’s purpose</b></p> <p><b>ESOL I.(9)D identify and analyze characteristics and structural elements of informational texts such as:</b></p> <ul style="list-style-type: none"> <li>(i) controlling idea and clear thesis, relevant supporting evidence, pertinent examples, and conclusion;</li> <li>(ii) <b>multiple organizational patterns within a text to develop a thesis</b></li> </ul> <p><b>ESOL II.(9)D identify and analyze characteristics and structural elements of informational texts such as:</b></p> <ul style="list-style-type: none"> <li>(i) controlling idea and clear thesis, relevant supporting evidence, pertinent examples, and conclusion;</li> <li>(ii) <b>multiple organizational patterns within a text to develop a thesis</b></li> <li>(iii) <b>organizational patterns such as description, temporal sequence, cause and effect, compare and contrast, and problem solution</b></li> </ul> <p>ESOL I.(6)H synthesize information from two texts to create new understanding  ESOL II.(6)H synthesize information from <u>multiple</u> texts to create new understanding  <b>ESOL I/II.(11)B develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</b></p> <ul style="list-style-type: none"> <li>(i) using an organizing structure appropriate to purpose, audience, topic, and context;</li> </ul> <p>ESOL I/II.(12)B compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft</p>	<p><b>Sentence Combining</b>  ESOL I.11.E use <b>sentence combining</b> techniques to create a <b>variety of sentence structures</b> and lengths</p> <p>ESOL II.11.E use <b>sentence combining</b> techniques to create an <b>increasingly complex variety of sentence structures</b> and lengths</p> <p>(Not at grade level standard)  <b>Subordinating and correlative conjunctions, such as either/or, neither/nor</b></p>

**Unit 5 (Old Unit 6)**

**Author's Craft: Argumentative Text and Inquiry**



Estimated Date Range: February 10th – March 21st

Estimated Time Frame: 21 Days

TELPAS Window TBD

[Link to Integrated TEKS](#)

Concepts	TEKS	Grammar Focus
<p><b>Concept 1- Analyzing Claims and author’s purpose as a researcher and writer</b> <i>Estimated 6 days</i></p>	<p><b>Priority Standards:</b>  <b>ESOL I.9(E) identify</b> and analyze characteristics and structures of argumentative text by:            (i) <u>clear arguable claim</u>, appeals, and convincing conclusion;            (iii) identifiable audience or reader;</p> <p><b>ESOL II.9(E) identify and analyze characteristics and structures of argumentative text by:</b>            (i) <u>Controlling idea and clear arguable claim</u>, appeals, and convincing conclusion;            (iii) identifiable audience or reader;</p> <p><b>ESOL I.10(A) identify</b> and analyze the author’s purpose, audience, and message within a text;  <b>ESOL II.10(A) analyze the author’s purpose, audience, and message within a text;</b></p> <p><b>ESOL I/II.13(A) develop questions for formal and informal inquiry</b>  <b>ESOL I/II.13(D) Modify the major research question as necessary to refocus the research plan;</b></p>	<p><i>(Not a grade level standard)</i>  <b>Conjunctive Adverbs</b></p>
<p><b>Concept 2- Analyzing how authors connect claim and evidence as a researcher and writer</b> <i>Estimated 6 days</i></p>	<p><b>Priority Standards:</b>  <b>ESOL I/II.9(E) identify</b> and analyze characteristics and structures of argumentative text by:            (i) <b>Controlling idea</b> and clear arguable claim, <u>appeals</u>, and convincing conclusion;            (ii) various types of evidence and treatment of counterarguments, including <b>concessions and rebuttals</b>;            (iii) identifiable audience or reader;</p> <p><b>ESOL I.13(G) examine sources for</b>            (i) <b>credibility and bias, including omission</b>;            (ii) <b>faulty reasoning such as <u>ad hominem, loaded language, and slippery slope</u></b></p> <p><b>ESOL II.13(G) examine sources for</b></p>	<p><i>(Not a grade level standard)</i>  <b>Conjunctive Adverbs</b></p> <p>Use data to determine focus areas for review</p>

	<p>(i) <b>credibility and bias, including omission;</b>          (ii) <b>faulty reasoning such as <u>incorrect premise, hasty generalizations, and either-or</u></b></p> <p><b>ESOL I.10(G) identify and analyze the use of rhetorical devices, including allusion, repetition, appeals, and rhetorical questions;</b></p> <p>ESOL I.10(H) <u>identify and explain</u> the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as <u>straw man and red herring arguments</u></p> <p>ESOL II.10(H) <u>analyze the purpose</u> of rhetorical devices such as <u>appeals, antithesis, parallelism, and shifts and the effects of logical fallacies</u></p> <p><b>ESOL I/II.11(B) develop drafts into a focused, structured, and coherent piece of writing in times and open-ended situations by;</b>          (ii) <b>developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;</b></p>	
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<p><b>Concept 3- Analyzing Organizational patterns as a researcher and writer</b> <i>Estimated 5 days</i></p>	<p><b>Priority Standards:</b>  <b>ESOL I/II.10(B) identify</b> and analyze use of text structure to achieve the author’s purpose   <b>ESOL I/II.9(E) identify</b> and analyze characteristics and structures of argumentative text by:          (i) <b>Controlling idea and</b> clear arguable claim, appeals, and <u>convincing conclusion</u>;          (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals;          (iii) identifiable audience or reader;   <b>ESOL I/II.11(B) develop drafts into a focused, structured, and coherent piece of writing in times and open-ended situations by;</b>          (i) using an organizing structure appropriate to purpose, audience, topic, and context;          (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;   <b>ESOL I.12(C)compose argumentative text using genre characteristics and craft;</b>          ESOL I.13(J) use appropriate mode of delivery, whether written, oral, pictorial, or multimodal, to present results</p>	<p>Use data to determine focus areas for review</p>
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<p><b>Concept 4: Synthesizing Sources and Making an Argument</b> <i>Estimated 5 days</i></p>	<p><u>Priority Standards:</u>  <b>ESOL I.6(H) synthesize information from two texts to create new understanding;</b>  <b>ESOL I.7(C) use text evidence and original commentary to support a comprehensive response;</b></p> <p><b>ESOL I.12(C) compose argumentative text using genre characteristics and craft;</b>  <b>ESOL I.13(J) use appropriate mode of delivery, whether written, oral, pictorial, or multimodal, to present results</b></p> <p><b>ESOL I.9 (11) C revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;</b></p>	<p>Use data to determine focus areas for review</p>
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**Unit 6 (Old Unit 7)**

**Synthesizing Multiple Genres**

Estimated Date Range: March 24-April 17

\*\*STAAR Window (TBD)

Estimated Time Frame: 18 Days

[Link to Integrated TEKS](#)

Concept	TEKS	Grammar Focus
<p><b>Concept 1- Synthesizing Ideas within Genres</b> <i>Estimated 6 days</i></p>	<p><u>Priority Standards</u>  <b>ESOL I.(6)E make connections to personal experiences, ideas in other texts, and society</b>  <b>ESOL I.(6)H synthesize information from two texts to create new understanding</b>  <b>ESOL II.(6)H synthesize information from multiple texts to create new understanding</b></p> <p><b>ESOL I.(7)B write responses that demonstrate understanding of texts, including comparing sources within and across genres</b>  <b>ESOL I.(7)C use text evidence and original commentary to support a comprehensive response</b></p>	<p><b>ESOL I/II.11.D.v</b>  <b>Apostrophes to show possession</b></p>

<p><b>Concept 2- Synthesizing Across Genres</b> <i>Estimated 12 days</i></p>	<p><u>Priority Standards</u>  <b>ESOL I.(6)E</b> make connections to <del>personal experiences,</del> ideas in other texts, <del>and society</del>  <b>ESOL I.(6)H</b> synthesize information from two texts to create new understanding  <b>ESOL I.(7)B</b> write responses that demonstrate understanding of texts, including comparing sources <del>within and across genres</del>  <b>ESOL I.(7)C</b> use text evidence and original commentary to support a comprehensive response</p>	
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**Unit 7 (Old Unit 8)**

**Inquiry**

Estimated Date Range: April 22nd – May 29th

Estimated Time Frame: 28 Days

\*DELPA 3 Window Opens

[Link to Integrated TEKS](#)

Concepts	TEKS	Grammar Focus
<p><b>Concept 1: Generate Questions and Plan Inquiry*</b> <i>Estimated 8 days</i> <i>*District English Language Proficiency Assessment (DELPA) #3 Window Opens</i></p>	<p><b>ESOL I/II.13A</b> Develop questions for formal and informal inquiry;  <b>ESOL I/II.13C</b> Develop and revise a plan;  <b>ESOL I/II.13D</b> Modify the major research question as necessary to refocus the research plan;</p>	<p><b>ESOL I/II.11.D.vi</b> Accurate use of <b>homonyms</b>  (Not at grade level standard)  <b>Prepositional Phrases</b> and their influence on <b>subject-verb agreement</b></p>
<p><b>Concept 2: Gather and Evaluate Information-Inquiry</b> <i>Estimated 12 days</i> <i>*These concepts may run concurrently</i></p>	<p><b>ESOL I.1A</b> Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes;  <b>ESOL I.13E</b> Locate relevant sources;  <b>ESOL I.13F</b> Synthesize information from a variety of sources (differentiate between paraphrasing and plagiarism when using source materials)  <b>ESOL I.13B Critique the research process at each step to implement changes as needs occur and are identified.</b>  <b>ESOL 1.13H</b> Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism;</p>	

<p><b>Concept 3- Create and Present Findings</b> <i>Estimated 7 days</i> <i>*These concepts may run concurrently</i></p>	<p><b>ESOL I.11A</b> Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing; <b>ESOL I.13J</b> Use an appropriate mode of delivery, whether written, oral, pictorial, or multimodal, to present results. <b>ELPS 3(I)</b> Adapt spoken language appropriately for formal and informal purposes; and</p>	<p><b>ELA I/II.9.D.i</b> The student is expected to edit drafts using standard English conventions, including:  <b>A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments</b></p>
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**The following TEKS are integrated throughout the Units and Concepts:**

**Unit 1- Building a Literacy Community- Who Are We as Readers, Writers and Communicators?**

ESOL I 7.C use text evidence and original commentary to support a comprehensive response  
 ESOL I 7.D paraphrase and summarize texts in ways that maintain meaning and logical order  
 ESOL I 1.E Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making  
 ESOL I 4.A adjust fluency when reading grade-level and language proficiency-level text based on the reading purpose  
 ESOL I 5.A self-select text and read independently for a sustained period of time  
 ESOL I 6.A establish purpose for reading assigned and self-selected text  
 ESOL I 3.A use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary  
 ESOL I 3.C determine the meaning of foreign words or phrases used frequently such as bona fide, caveat, carte blanche, tête -à-tête, bon appétit, and quid pro quo  
 ESOL I.2 (3) E Identify, understand, and use multiple-meaning words, homographs, homophones, and commonly confused terms correctly  
 ESOL I 6.(7) E interact with sources in meaningful ways, such as labeling, notetaking, annotating, freewriting, or illustrating  
 ESOL I 7.H respond orally or in writing with appropriate register, vocabulary, tone, and voice  
 ESOL I (7) F respond using newly acquired content and academic vocabulary as appropriate  
 ESOL I (7) I reflect on and adjust responses when valid evidence warrant  
 ESOL I 7.A describe personal connections to a variety of sources, including self-selected texts  
 ESOL I 6.E make connections to personal experiences, ideas in other texts, and society  
 ESOL I 6.B answer and generate questions about text before, during, and after reading to acquire and deepen understanding and gain information

ESOL I.6.I monitor comprehension and make adjustments such as re-reading, using background knowledge, and annotating when understanding breaks down

ESOL I.1B Share prior knowledge with peers and others to facilitate communications

ESOL I.1C follow, restate and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes

ESOL I.2A Acquire, demonstrate and apply phonetic knowledge

ESOL I.1 F Develop social communication and produce oral language in contextualized and purposeful ways

ESOL I. 1 D Give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and increasing mastery of conventions of language to communicate ideas effectively

ESOL I.3 D Identify and use words that name actions, directions, positions, sequences, and locations

ESOL I.3 F Investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies

ESOL I. 8 (7) K Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions

ESOL I.1 G Conduct an interview, including social and informative

ELDA 1 (B) recognize print directionality of the English Language, such as reading left to right or top to bottom;

ESOL I.1.A engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes

ESOL I.1.E Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making

ESOL I.7.D paraphrase and summarize texts in ways that maintain meaning and logical order

ESOL I.3.B **Discuss and** analyze context and use cognates to distinguish between the denotative and connotative meanings of words and phrases

ESOL I.6.B **answer and** generate questions about text before, during, and after reading to **acquire** and deepen understanding and gain information

ESOL I.6.I monitor comprehension and make adjustments such as re-reading, using background knowledge, and annotating when understanding breaks down

ESOL I.7.B write responses that demonstrate understanding of texts, including comparing texts within and across genres

**Unit 2- Author's Craft: Literary Structures**

ESOL I.3 (4) A Adjust fluency when reading grade-level and language proficiency-level text based on the reading purposes

ESOL I.4 (5) A Self-selected text and read independently for a sustained period of time.

ESOL I.5 (6) A Establish purpose for reading assigned and self-selected texts;

ESOL I.5 (6) C Make and correct, or confirm predictions using text features, characteristics of genre, and structures;

ESOL I.5 (6) D Create mental images to deepen understanding;

ESOL I.5 (6) E Make connections to personal experiences, ideas in other texts, and society

ESOL I.5 (6) G Actively participate in discussions to identify, understand, and evaluate details read to determine key ideas

ESOL I.6 (7) C Use text evidence to support an appropriate response

ESOL I.6 (7)G Discuss and write about the explicit or implicit meaning of a text

ESOL I.6 (7) I Reflect on and adjust responses when valid evidence warrants

ESOL I.3 D Identify and use words that name actions, directions, positions, sequences, and locations

ESOL I.3 E Identify and use multiple meaning words, homographs, homophones, and commonly confused terms correctly  
ESOL I.3 F Investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies  
ESOL.2A Demonstrate and apply phonetic knowledge  
ESOL.1 E Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.  
ESOL I.1 F Develop social communication and produce oral language in contextualized and purposeful ways  
ESOL I.1 G Conduct an interview, including social and informative  
ESOL I.6 (7) H Respond orally or in writing with appropriate register, vocabulary, tone, and voice  
ESOL I.8(7)J Defend or challenge the author's claims using relevant text evidence  
ESOL I. 8 (7) K Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions  
ESOL I.1B Share prior knowledge with peers and others to facilitate communication  
ESOL I. 1 C follow, restate, and give complex oral instructions to perform specific tasks, answers questions, or solve problems and complex process  
ESOL I 10.A **identify** and analyze the author's purpose, audience, and message within a text

**Unit 3- Synthesizing Across Genres**

ESOL I 6.F make inferences and use evidence to support understanding;  
ESOL I 6.H synthesize information from two texts to create new understanding  
ESOL I 7.C use text evidence and original commentary to support a comprehensive response  
ESOL I 7.D paraphrase and summarize texts in ways that maintain meaning and logical order  
ESOL I.2A Acquire, demonstrate and apply phonetic knowledge  
ESOL I 6.D create mental images to deepen understanding  
ESOL I (6) C make, correct or confirm predictions using text features, characteristics of genre, and structures  
ESOL I (6) G actively participate in discussions to identify, understand, and evaluate details read to determine key ideas  
ESOL I (7) I reflect on and adjust responses when valid evidence warrants  
ESOL I I.E Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making  
ESOL I.1 F Develop social communication and produce oral language in contextualized and purposeful ways  
ESOL I.1B Share prior knowledge with peers and others to facilitate communications  
ESOL I.1C follow, restate and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes  
ESOL I.1 G Conduct an interview, including social and informative  
ESOL I.3 D Identify and use words that name actions, directions, positions, sequences, and locations



ESOL I.3 F Investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies  
ESOL I.2 (3) E Identify, understand, and use multiple-meaning words, homographs, homophones, and commonly confused terms correctly  
ESOL I 8.D Identify and analyze how the setting influences the theme  
ESOL I 11.F develop voice  
ESOL I 11.E Use Sentence combining techniques to create a variety of sentence structures and lengths  
ESOL I 10.A **Identify** and analyze the author's purpose, audience, and message within a text

**Unit 4- Author's Craft: Informational Text and Inquiry**

ESOL I 4.A adjust fluency when reading grade-level and language proficiency-level text based on the reading purpose  
ESOL I 5.A self-select text and read independently for a sustained period of time  
ESOL I 6.A establish purpose for reading assigned and self-selected text  
ESOL I 3.A use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary  
ESOL I 3.C determine the meaning of foreign words or phrases used frequently such as bona fide, caveat, carte blanche, tête-à-tête, bon appétit, and quid pro quo  
ESOL I.2 (3) E Identify, understand, and use multiple-meaning words, homographs, homophones, and commonly confused terms correctly  
ESOL I (7) F respond using newly acquired content and academic vocabulary as appropriate  
ESOL I (7) I reflect on and adjust responses when valid evidence warrants  
ESOL I 6.B answer and generate questions about text before, during, and after reading to acquire and deepen understanding and gain information  
ESOL I 6.I monitor comprehension and make adjustments such as re-reading, using background knowledge, and annotating when understanding breaks down  
ESOL I.1B Share prior knowledge with peers and others to facilitate communications  
ESOL I.1C follow, restate and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes  
ESOL I.2A Acquire, demonstrate and apply phonetic knowledge  
ESOL I.1 F Develop social communication and produce oral language in contextualized and purposeful ways  
ESOL I.3 D Identify and use words that name actions, directions, positions, sequences, and locations  
ESOL I.3 F Investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies  
ESOL I. 8 (7) K Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions  
ESOL I I.E Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making  
ESOL I.5 (6) C Make and correct, or confirm predictions using text features, characteristics of genre, and structures;  
ESOL I.5 (6) G Actively participate in discussions to identify, understand, and evaluate details read to determine key ideas

- ESOL I.6 (7) C Use text evidence to support an appropriate response
- ESOL I.6 (7)G Discuss and write about the explicit or implicit meaning of a text
- ESOL I.8(7)J Defend or challenge the author's claims using relevant text evidence
- ESOL I 3.B Discuss and analyze context and use cognates to distinguish between the denotative and connotative meanings of words and phrases
- ESOL I.5 (6) F Make inferences and use evidence to support understanding
- ESOL I.5 (6) H synthesize information to create new understanding
- ESOL I 7.C use text evidence and original commentary to support a comprehensive response
- ESOL I 7.B write responses that demonstrate understanding of texts, including comparing texts within and across genres
- ESOL I 11.A plan a piece of writing appropriate to various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing
- ESOL I.11 (13)F synthesize information from a variety of sources
- ESOL I.10 (11)(D) edit drafts using standard English conventions, including:
- (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;
  - (ii) consistent, appropriate use of verb tense and active and passive voice;
  - (iii) subject-verb agreement;
  - (iv) pronoun-antecedent agreement;
  - (v) apostrophes to show possession;
  - (vi) accurate usage of homonyms;
  - (vii) correct capitalization;
  - (viii) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate; and
  - (ix) correct spelling, including abbreviations
- ESOL I.10 (11)(E) use sentence-combining techniques to create a variety of sentence structures and lengths
- ESOL I.10 (11)(G) publish written work for appropriate audiences
- ESOL I.10 (11)(F) develop voice
- ESOL I. 9 (10) A identify and analyze the author's purpose, audience and message within a text
- ESOL I .9(10) B identify and analyze the use of text structure to achieve the author's purpose (How does language contribute to this?)

**Unit 5- Author's Craft: Argumentative Text and Inquiry**

- ESOL I.8 (9)F Identify and analyze the characteristics of multimodal and digital texts
- ESOL I.9(10)C identify and evaluate the author's use of print and graphic features to achieve specific purposes;
- ESOL I.9(10)G identify and analyze the use of rhetorical devices, including allusion, repetition, appeals, and rhetorical questions; and
- ESOL I 10 F Identify and analyze how the author's diction and syntax contributed to the mood, voice, and tone of a text
- ESOL I 4.A adjust fluency when reading grade-level and language proficiency-level text based on the reading purpose

ESOL I 5.A self-select text and read independently for a sustained period of time

ESOL I 6.A establish purpose for reading assigned and self-selected text

ESOL I(6)I monitor comprehension and make adjustments such as re-reading, using background knowledge, and annotating when understanding breaks down

ESOL I (7) I reflect on and adjust responses when valid evidence warrants

ESOL I.1 B Share prior knowledge with peers and others to facilitate communication

ESOL I.1C follow, restate, and give increasingly complex oral instructions to perform specific tasks, answer questions, or solve problems;

ESOL I. 1 D Give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and increasing mastery of conventions of language to communicate ideas effectively

ESOL I.13 J Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

ESOL I.1 F Develop social communication and produce oral language in contextualized and purposeful ways

ESOL I.8(7)J Defend or challenge the author's claims using relevant text evidence

ESOL I I.E Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making

ESOL I.2 (3) E Identify, understand, and use multiple-meaning words, homographs, homophones, and commonly confused terms correctly

ESOL I.2A Acquire, demonstrate and apply phonetic knowledge

ESOL I.10 (11)(G) publish written work for appropriate audiences

ESOL I.10 (11)(H) identify and explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments.

ESOL I.10 (11)(F) develop voice

ESOL I.11 (13)(G) examine a source for

(i) credibility and bias, including omission; and

(ii) faulty reasoning such as ad hominem, loaded language, and slippery slope;

### **Unit 6- Synthesizing With and Across Multiple Genres**

ESOL I.7D paraphrase and summarize texts in ways that maintain meaning and logical order

ESOL I.7G discuss and write about the explicit or implicit meanings of text

ESOL I.10A analyze the author's purpose, message, and audience within a text;

ESOL I.10B analyze use of text structure to achieve the author's purpose

ESOL I.10C evaluate the author's use of print and graphic features to achieve specific purposes;

ESOL I.10D analyze how the author's use of language achieves specific purposes;

ESOL I.10E analyze the use of literary devices such as irony and oxymoron to achieve specific purposes

ESOL I.10F analyze how the author's diction and syntax contributes to mood, voice, and tone of a text;

**Unit 7- Inquiry**

ESOL I 4.A adjust fluency when reading grade-level and language proficiency-level text based on the reading purpose

ESOL I 5.A self-select text and read independently for a sustained period of time

ESOL I 6.A establish purpose for reading assigned and self-selected text

ESOL I(6)I monitor comprehension and make adjustments such as re-reading, using background knowledge, and annotating when understanding breaks down

ESOL I (7) I reflect on and adjust responses when valid evidence warrants

ESOL I.1 B Share prior knowledge with peers and others to facilitate communication

ESOL I. 13 I Use an appropriate mode of delivery, whether written, oral, pictorial, or multimodal, to present results.

ESOL I. 12 D Compose correspondence in a professional or friendly structure.